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ABSTRACT

Based on a significant body of research in social studies education, curriculum design, and effective instructional practices, this New Hampshire framework represents a broad consensus about what students should know and be able to do in the social studies and offers a guideline for a systemic educational improvement and change. Four social studies disciplines serve as the primary organizers. Each of these organizing strands (civics and government, economics, geography, and history) includes three major components: (1) purpose; (2) curriculum standards; and (3) proficiency standards. The framework outlines broad goals for social studies education and is then divided into separate sections for civics and government, economics, geography, and history. In each section the standards are taken into consideration, beginning with elementary and continuing through secondary education. Contains 23 references. (BT)

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New Hampshire K-12 Social Studies Curriculum Framework

1996

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New Hampshire K-12 Social Studies Curriculum Framework

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Introduction

This framework is based on the significant body of research in social studies education, curriculum design, and effective instructional practices carried out over the past decade by leading councils, commissions, and organizations (see references). The Department of Education is committed to using the results of this research for systemic educational improvement and change. As required by RSA 193-C, this framework represents broad consensus among educators at all levels, business people, government officials, community representatives, and parents about what students should know and be able to do in the social studies.

What is the purpose of this *K-12 Social Studies Curriculum Framework*? In accordance with RSA 193-C relative to the New Hampshire Educational Improvement and Assessment Program (NHEIAP), the purpose of this framework is to serve: (1) as the basis for the development of assessment instruments to be administered, statewide, at the end-of-grades six and ten; and (2) as a guide for making local decisions about curriculum development and delivery.

As specified in RSA 193-C:1, VI, this framework *does not* establish a statewide curriculum with designated course offerings, teaching methods, or materials. It *does* establish educational standards that define what New Hampshire students should know and be able to do in the social studies. It is the responsibility of teachers, administrators, and school board members to communicate these standards to students and parents, and to identify and implement methods to enable students to acquire the requisite knowledge and skills. Curriculum decisions, including overall organization, specific grade-level and course offerings, and methods, activities, and materials, remain the responsibility of local educators and school board members.

What is social studies education?
As set forth in the *New Hampshire Minimum Standards for Public School Approval* (Concord: State Board and Department of Education, 1993), social studies education is the study of related knowledge and modes of inquiry selected from history, the humanities, and the social sciences, including economics, political science, sociology, archaeology, anthropology, psychology, geography, and philosophy. Social studies education provides students with opportunities to acquire facts and concepts drawn from the chronology of our nation's heritage and the heritage of New Hampshire; the powerful ideas and experiences found in the history of the world; the disciplined perspectives of the historian, geographer, economist, and other social scientists; and the complexities of contemporary life. It also provides students with an understanding of the democratic principles and ideals upon which good citizenship is founded; familiarity and facility with the processes of inquiry and application used by social scientists; and the ability to use the knowledge, skills, principles, and ideals they have learned to make informed and reasoned decisions both as individuals and as citizens of the community, state, nation, and the world. Furthermore, as provided in RSA 186:13 and RSA 189:11, social studies education encompasses instruction in the privileges, duties, and responsibilities of citizenship and instruction in the history, government, and constitutions of the United States and New Hampshire, including the organization and operation of New Hampshire municipal, county, and state government and of the federal government.

How is this framework organized? In this framework, four social studies disciplines serve as the primary organizers. Each of these organizing strands--civics and government, economics, geography, and history--includes three major components.

> **Purpose.** These narrative statements explain why it is important for students to become knowledgeable citizens who understand and appreciate America's heritage and culture as well as the geography, history, and systems of economics and government of the state, nation, and world.

These statements also provide a context for the delivery of instruction.

Curriculum Standards. These end-of-grade-twelve standards logically subdivide each of the organizing strands into smaller units.

Proficiency Standards. These standards establish specific expectations for the assessment of cumulative learning at the end-of-grades six and ten and--in one instance, American history--at the end-of-grade twelve. Although these standards focus on the organizing disciplines, they incorporate proficiencies related to other fields of the social studies.

How will this framework be used? As set forth in RSA 193-C, this framework will be used at the state level to direct the development of assessment instruments to be administered, starting in May 1996, at end-of-grade six and end-of-grade ten. Specifically, the proficiency standards defined in this framework will be used by the Department of Education and the testing contractor as the basis for the on-going development of social studies assessment instruments administered statewide. Broad-based content committees will participate in the selection of specific standards to be assessed. It is important to note that standards designated to be assessed at the end of a particular grade may also be assessed in an appropriate manner at a higher grade level.

Results from the statewide assessments keyed to the New Hampshire standards are reported to students, parents, teachers, administrators, school board members, and all other citizens so that informed decisions can be made concerning curriculum development and delivery, professional development activities and programs, instructional improvement, resource allocation, and staffing. The first round of results at the end-of-grades six and ten will provide baseline data that will be used to chart educational improvement over time. As a result, NHEIAP will also provide an effective measure of educational accountability at the school, district, and state levels.

This framework will be used at the local level, in conjunction with assessment results, as a guide for making decisions about the design of curriculum, the delivery of instruction, and the development of classroom, school, and district assessments. Educators, school board members,and citizens are encouraged to work cooperatively to develop local educational improvement and assessment plans that build on and complement the state effort. When designing curriculum, districts should keep in mind that the proficiency standards identified in this document are cumulative (for example, end-of-grade six standards are developed throughout the primary and intermediate grades). In addition, curriculum planners should take steps to ensure that students' understanding of the facts, concepts, skills, and processes presented in the proficiency standards is reinforced and extended in later grades.

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K-12 Broad Goals for Social Studies Education

These goal statements establish general expectations of what New Hampshire students should know and be able to do in the social studies at the end-of-grade twelve. They were drawn from the goals established in the New Hampshire Minimum Standards for Public School Approval (Concord: State Board and Department of Education, 1993). These broad goals will be attained as students acquire the knowledge, concepts, skills, and processes set forth under each of the organizing strands presented in this curriculum framework.

- Students will demonstrate a thorough understanding of the fundamental principles, organization, and operation of government at all levels in the United States.
- Students will understand and accept the responsibilities of citizenship and share in the rights and benefits granted to citizens as expressed in the Declaration of Independence and the Constitutions of the United States and New Hampshire.

- Students will demonstrate a thorough understanding of economic concepts, including the American system of economics and its contributions to the development of our nation.
- Students will demonstrate a thorough knowledge of the geography of New Hampshire, the United States, and the world and understand the impact of geography on political, economic, and social developments.
- Students will demonstrate an awareness of and concern for the ways that the world's people, resources, and environments are interrelated and interdependent.
- Students will demonstrate a thorough knowledge of the history of their community, New Hampshire, the United States, Western civilization, and the world, including the contributions of famous men and women, ordinary citizens, and groups of people.
- Students will demonstrate a thorough understanding of and appreciation for the heritage of our nation, including its ideals, principles, institutions, and collective experiences.
- Students will be able to read and examine narratives, documents, and other evidence of the past to clarify, illustrate, or elaborate upon their understanding of history.
- Students will be able to examine cause and effect, review chronologies, consider ideas, and analyze trends in order to understand the past and the present and prepare for the future.
- Students will be able to use the knowledge, skills, principles, and ideals of civics and government, economics, geography, history, and other fields of the social studies to understand and address contemporary problems and issues.

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Civics and Government

Purpose. The major goal of civics and government education is to enable students to become responsible citizens who are committed to preserving and enhancing American constitutional democracy. Central to this objective is the development of students' knowledge relative to the purpose, structure, and functions of government at all levels as well as an understanding of the political process and the role of law. Equally important is the development of the skills and motivation necessary to apply their knowledge through civic participation.

Curriculum Standard 1. Students will demonstrate an understanding of the purpose of government and how government is established and organized.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- Describe the major things governments do in their school, community, state, and nation including making school rules; building and maintaining highways; establishing courts of law; and providing for the defense of the nation.
- Describe, by using examples, government in terms of the people and institutions that make, apply, and enforce rules and laws including the resolution of disputes about rules and laws.
- Identify and apply criteria for evaluating the effectiveness and fairness of rules and laws in the

classroom, school, and community.
- Explain that the basic purposes of government in the United States are to protect the inalienable rights of individuals and to promote the common good.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Evaluate, take, and defend positions on the purposes government should serve and why government and politics are necessary.
- Compare power and authority and explain that, in the United States, civil authority comes from custom, law, and the consent of the governed.
- Describe the major forms of limited and unlimited governments including monarchy, oligarchy, democracy, authoritarian, and totalitarian.
- Discuss why limiting the powers of government is essential to the protection of individual rights.
- Analyze the major arguments for and against representative government as distinguished from direct democracy, and discuss why, in a representative democracy, decisions are made by the majority with minority rights protected.

Curriculum Standard 2. Students will demonstrate an understanding of the fundamental ideals and principles of American democracy; the major provisions of the United States and New Hampshire Constitutions; and the organization and operation of government at all levels including the legislative, executive, and judicial branches.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- Discuss the importance of the following ideals and principles to American democracy--individual rights and responsibilities; concern for the well-being of the community; tolerance for others; minority rights; equality of opportunity and equal protection under the law; and the importance of education, work, and volunteerism.
- Discuss the importance of the following to the creation and preservation of American constitutional democracy--the Declaration of Independence; the United States Constitution; the Bill of Rights; the Constitution of New Hampshire; and the Pledge of Allegiance.
- Explain that, in the United States, constitutional democracy is founded on the conviction that Americans are united as a nation by the ideals and principles they share rather than the race, religion, or country of origin of the nation's people.
- Explain that the United States Constitution, including the Bill of Rights and other amendments, and the New Hampshire Constitution, including its amendments, are written documents that set forth the purposes and organization of the federal and state government.
- Describe and compare the primary functions of the three branches of government including the passing of laws by the legislative branch; the carrying out and enforcement of laws by the executive branch; and the interpretation of laws and the protection of rights by the judicial branch.

- Identify, describe, and compare the structure and major responsibilities and services of government at the local, county, state, and federal levels.
- Describe how public officials are chosen and how laws and/or policies are made at the local, county, state, and federal levels.
- Identify and describe the roles and responsibilities of the major components of the New Hampshire judicial system including law enforcement and the courts.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Identify and discuss the political, legal, philosophical, and religious traditions that the early settlers brought to the development and establishment of American democracy.
- Discuss the creation and ratification of the United States Constitution and Bill of Rights including the significance of the Magna Carta, Mayflower Compact, Declaration of Independence, Articles of Confederation, and the Federalist Papers.
- Discuss the contributions of significant individuals, including Thomas Hobbes, John Locke, Montesquieu, John Milton, George Washington, James Madison, Alexander Hamilton, Benjamin Franklin, and Thomas Jefferson, to the development and adoption of the United States Constitution and Bill of Rights.
- Describe how fundamental ideals and principles of American democracy, including popular sovereignty, rule of law, checks and balances, minority rights, civilian control of the military, separation of church and state, public or common good, and individual rights and responsibilities, are incorporated in the United States Constitution and Bill of Rights.
- List the purposes of government as stated in the Preamble to the United States Constitution and explain how the Constitution gives government the power to fulfill these purposes.
- Explain how the United States Constitution is a living document by analyzing its evolution through amendments and Supreme Court interpretations and decisions.
- Describe how statements and events related to the following movements contributed to the evolution of the United States Constitution--ratification process including the Federalist Papers; states' rights; abolition; universal suffrage; prohibition; and civil rights.
- Discuss the relationship of the New Hampshire Constitution to the United States Constitution and explain that the United States Constitution is the highest law in the land and that no government can make laws that take away the rights it guarantees.
- Discuss the major responsibilities of government at the local, county, state, and federal levels; how these governments are funded; and the purposes for which funds are used.
- Describe the legislative and political processes by which a bill becomes a law or a governmental policy is established at the state and federal levels.
- Describe the organization and operation of the United States legal system including the justice system and the courts.
- Discuss how individual rights are protected in the United States legal system.
- Explain why American constitutional democracy has survived for more than 200 years and why it has become a model governmental framework.

Curriculum Standard 3. Students will demonstrate an understanding of the relationship of the United States to other nations and the role of the United States in world affairs.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- Explain how the world is divided into different nations with their own governments.
- Describe the major ways nations interact with one another including trade; diplomacy; international meetings and exchanges; treaties and agreements; and use of military force.
- Explain why it is important for nations to work together to resolve problems.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Explain how the world is organized politically, and discuss that no political organization at the international level has power comparable to that of an individual nation.
- Discuss, using historical and contemporary examples, the national and international consequences of interactions between and among nations.
- Discuss the reasons for conflicts between and among nations, and describe the role of

governmental international organizations in the search for and maintenance of order.
- Discuss the nature, importance, and potential impacts on world affairs of political, demographic, environmental, pathogenic, economic, technological, and cultural developments, and identify and examine possible responses to these developments.
- Discuss the impact of the American concept of democracy on world affairs.

Curriculum Standard 4. Students will demonstrate an understanding of the meaning, rights, and responsibilities of citizenship as well as the ability to apply their knowledge of the ideals, principles, organization, and operation of American government through the political process and citizen involvement.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- Discuss why it is important to participate in community and government affairs.
- Discuss what it means to be a citizen of the United States including the rights and responsibilities of citizenship.
- Describe basic elements of the voting process including eligibility to vote and alternative methods of casting votes (for example, voice, show of hands, secret ballot).
- Name the persons who represent them in Congress and the heads of the executive branch of their local, state, and federal governments.
- Explain how they can contact their representatives and other government officials.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Analyze those dispositions or traits of character that lead individuals to become independent members of society and that foster respect for individual worth and human dignity including self-discipline; self-governance; individual responsibility; respect for the rights and decisions of others; concern for the well-being of others; tolerance; and the ability to compromise.
- Describe and analyze the ways Americans can effectively participate in civic and political life at the school, community, state, and national levels and discuss how such participation can lead to the attainment of both individual and public goals.
- Name the persons who represent them in legislative bodies and the heads of the executive, legislative, and judicial branches of their local, county, state, and federal governments, and explain which level(s) of government they should contact to express their opinions or to get information or help on specific problems and issues.
- Demonstrate an understanding of how an individual participates in primary and general elections including registering to vote; identifying the major duties, responsibilities, and qualifications required for a particular position; becoming informed about candidates and issues; declaring or changing party affiliation; and obtaining, marking, and depositing a ballot.
- Explain why, in a given situation, people may differ over which ideals and principles are most important (for example, the right of a person to a fair trial and the right of freedom of the press).
- Discuss ways misunderstandings and conflicts between members of different groups can be prevented, managed, or resolved in a fair and peaceful manner that respects individual rights and promotes the common good.
- Discuss, using historical examples, efforts to more fully realize the fundamental ideals and principles of American constitutional democracy including abolitionism and the universal suffrage and civil rights movements.
- Analyze the assertion that constitutional democracy is fragile and that it requires the participation of an attentive, knowledgeable, and competent citizenry.

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Economics

Purpose. Economics is the study of the allocation and utilization of limited resources to meet society's needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of economic concepts; the economic system of the United States; other economic systems; the interactions between and among different types of economies; and patterns of world trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, and investors, and as citizens.

Curriculum Standard 5. Students will demonstrate the ability to analyze the potential costs and benefits of economic choices in market economies including wants and needs; scarcity; tradeoffs; and the role of supply and demand, incentives, and prices.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- Distinguish between economic needs and wants.
- Give examples that show how scarcity and choice govern economic decisions.
- Explain, by using examples, that since few economic choices are all-or-nothing propositions they usually involve trade-offs.
- Explain that individuals and households undertake a variety of activities, including producing, consuming, saving, and investing, in order to satisfy their economic needs and wants.
- Explain that making effective economic choices requires a comparison of the cost of a given resource with the benefits gained by its acquisition.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Describe how economic choices made by producers and consumers are based on supply, demand, and access to markets.
- Explain how market systems influence the production and distribution of goods and services.
- Discuss, using historical and contemporary examples, how individuals, governments, and societies experience and respond to scarcity.
- Explain how incentives, worth, usefulness, traditions, and habits influence economic decisions made by individuals, households, businesses, and government.
- Analyze how changes in technology, costs, and demand interact in competitive markets to determine or change the price of goods and services.

Curriculum Standard 6. Students will demonstrate the ability to examine the interaction of individuals, households, communities, businesses, and governments in market economies including competition; specialization; productivity; traditional forms of enterprise; and the role of money and financial institutions.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- Explain, by using examples, that productivity is measured in terms of output (goods and services) produced per unit of input (productive resources) over some period of time.
- Explain, by using examples, the difference between private and public goods and services.
- Describe how economic systems depend upon workers with specialized jobs.
- Demonstrate the use of barter and money in everyday settings.
- Explain how barter and money are used in market economies to facilitate the exchange of resources, goods, and services.
- Identify and discuss the roles played by banks, stock and commodity markets, and other financial institutions in market economies.
- Describe how supply, demand, and competition affect prices in market economies.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Describe and analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in market economies.
- Explain, by using examples, how goods and services are produced and distributed in market economies.
- Discuss the ways that specialization contributes to and influences the production and exchange of goods and services.
- Analyze how technological development, entrepreneurship, and investments in productive resources, including natural resources, capital, and human resources (labor), affect productivity.
- Describe the differences among various forms of exchange, including barter and purchase, and various forms of money including currency, checks, and credit.
- Describe and analyze how governments create money; how governmental taxation, spending, regulation, and intervention affect the functioning of market economies; and how governments deal with market failures.
- Discuss how individuals, as consumers, buy goods and services from firms and, as workers, sell productive resources or lend their savings to other individuals or firms (circular flow).
- Compare the advantages and disadvantages of proprietorships, partnerships, and corporations including the raising of capital; levels of liability; tax advantages; profit levels; and risk spreading.

- Explain how the economy functions as a whole including the causes and effects of inflation, unemployment, business cycles, fluctuations in interest rates and market prices, and monetary and fiscal policies.

Curriculum Standard 7. Students will demonstrate an understanding of different types of economic systems, their advantages and disadvantages, and how the economic systems used in particular countries may change over time.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- Explain, by giving examples, the economic role played by various institutions including households, workers, banks, labor unions, government agencies, small and large businesses, and corporations.
- Explain, by using examples, that the strategies employed to satisfy needs and wants vary in different economic systems.
- Identify and compare basic economic systems--traditional, command, and market--according to who determines what goods and services are produced, distributed, exchanged, and consumed.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Explain that the scarcity of productive resources--human, capital, technological, and natural--requires the development of economic systems to make decisions about the production and distribution of goods and services.
- Compare basic economic systems according to how rules and procedures deal with demand, supply, prices, savings, investments, and capital.
- Discuss how wages and prices are determined in traditional, command, and market economies.
- Discuss how, in different economic systems, the means of production, distribution, and exchange are related to culture, resources, and technologies.
- Describe and discuss the role of government, banks, labor and labor unions, in different economic systems.
- Illustrate, by using examples, that today virtually all countries, including the United States, use a mixed-market system having some features of traditional, command, and market economies, and that the mix varies from one country to another.
- Analyze and discuss, using historical and contemporary examples, the national and international consequences and opportunities resulting from the transition of a non-market to a market economy.

Curriculum Standard 8. Students will demonstrate an understanding of the patterns and results of international trade including distribution of economic resources; imports and exports; specialization; interdependence; exchange of money; and trade policies.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- Explain how international trade links countries around the world and how such trade influences the economic welfare of nations.
- Identify the major goods and services produced in New Hampshire and the United States including those goods and services that are exported to other nations.
- Identify those goods and services that New Hampshire and the United States import from other nations.
- Discuss how the exchange of goods and services around the world has created economic interdependence between and among people in different places.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Compare how traditions and habits influence economic decisions, including trade policies, in different societies.
- Discuss, using contemporary examples, how the uneven quantity and quality of productive resources available to nations around the world promotes specialization, creates international trade, and increases total world output.
- Explain that extensive international trade requires an organized system for exchanging money between nations.
- Analyze how governmental policies influence the level of free or restricted trade in the world marketplace.
- Analyze how the distribution of the world's natural resources, political stability, national efforts to encourage or discourage trade, and the flow of investments affect the pattern of international trade.

Curriculum Standard 9. Students will demonstrate the ability and willingness to apply economic

concepts in the examination and resolution of problems and issues in educational, occupational, civic, and everyday settings.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- Discuss how to use economic knowledge effectively in educational and everyday settings.
- Describe, using a specific example such as a school-based yard sale, the application of economic concepts, including scarcity, supply and demand, prices, incentives, and profit, in deciding what items to sell; how much to ask for each item; how to advertise and conduct the sale; and how to evaluate its success.
- Explain the relationships among spending, saving, investing, borrowing, and budgeting.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Apply knowledge of economic concepts in evaluating historical issues, policies, and events.
- Employ economic concepts to develop a response to a current economic issue.
- Analyze, using case studies, the impact of sound economic decision making on the long-term financial success of individuals, enterprises, institutions, and government.
- Apply economic knowledge and concepts in identifying and analyzing the requirements for effective participation in the workplace, the marketplace, and civic life.
- Discuss, using examples, how economic decisions may impact the environment and how environmental decisions may impact the economy.
- Prepare a business plan for a new local enterprise and identify productive resources needed for success (for example, entrepreneurial leadership).
- Create a personal financial plan that identifies goals, contains a step-by-step process for reaching those goals, and predicts the future consequences of money-management decisions.

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Geography

Purpose. Geography is the study of Earth's surface and the processes that shape it; the relationships between people and the environment; and the connections among people and places. Students of geography seek answers to the following questions: Where is something located? Why is it there? How did it get there? What is the significance of its location? and How is it related to other people, places, and environments? To answer these questions, students need to acquire information from primary and secondary sources including maps and other graphic tools; learn the skills of observation and speculation; analyze, synthesize, and evaluate geographic information; employ statistical analysis; and develop and test geographic generalizations.

Curriculum Standard 10. Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- Identify and use the major graphic elements of maps and globes and describe different types of map scales and map projections.
- Locate on a grid system particular geographic features in their neighborhood and community.
- Describe the absolute and relative location of their community and places within it.
- Locate on a map or globe the continents; major nations; smaller political entities (for example, provinces, states, cities); and major oceans, rivers, and mountain ranges.
- Sketch and label maps from memory of New Hampshire, the United States, and North America that show the relative location, size, and shape of important geographic features.
- Describe basic spatial units of measurement and use them to calculate area and estimate and calculate distances between locations on a map in miles, kilometers, time, and cost.
- Employ coordinates, including latitude and longitude, to construct maps and plot locations.
- Employ photographs to classify areas as rural, suburban, and urban, and to identify similarities and differences in land use in those areas.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Compare the purpose, nature, and intended use of maps provided by different sources.
- Employ appropriate maps and other data displays, including tables, graphs, charts, and diagrams, to locate and analyze current world events.
- Employ maps and other images to identify, analyze, and communicate why various human geographic features are located in particular areas.
- Locate, using maps, plans, and schematics, the major components of the infrastructure of their community and region.
- Sketch a world map from memory and identify major landforms, water systems, and concentrations of resources.

Curriculum Standard 11. Students will demonstrate an understanding of the physical and human geographic features that define places and regions.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- Employ observation, maps, and other tools to identify and compare the physical features of particular places including, soils, landforms, vegetation, wildlife, and climate.
- Identify and discuss the human geographic features of neighborhoods and places including population density, economic activities, forms of shelter, and modes of transportation and communication.
- Identify and discuss similarities and differences in cultural landscapes found in different places in the world.
- Discuss the attachments people have for a particular place and region as well as their sense of belonging in certain places and regions.
- Discuss how people define regions in terms of physical and cultural criteria and how they use the concept of regions in their study of Earth.
- Identify and compare landform, climate, and natural vegetation regions.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Discuss the impact of different levels of technology on the human and physical geographic features of places and regions.

- Explain how industrialization, population, and urbanization define places and regions.
- Analyze how language, tradition, and other cultural elements shape peoples' perceptions and opinions about places and regions.
- Use maps to demonstrate how place and regional boundaries change.

Curriculum Standard 12. Students will demonstrate an understanding of landform patterns and water systems on Earth's surface; the physical processes that shape these patterns; and the characteristics and distribution of ecosystems.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- Identify and describe the major landforms and water systems found on Earth's surface.
- Describe the roles of water, wind, ice, temperature, and slope in shaping the physical features of Earth's major landforms and discuss how glaciers, wind, and water have shaped the physical landscape of New Hampshire.
- Discuss how changing Earth-Sun and Earth-Moon relationships influence seasons, length of day, weather and climate, the water cycle, and tides.
- Discuss potential outcomes of the continued movement of Earth's crust or tectonic plates including continental drift, earthquakes, and volcanic activity.
- Describe the components of Earth's physical systems--the atmosphere, lithosphere, hydrosphere, and biosphere.
- Define a local ecosystem and explain how its components are interrelated.
- Describe cycles of succession in a variety of ecosystems (for example, forest, lake, grassland).
- Describe the characteristics of various biomes (for example, tropical rain forest, major desert), and discuss the groups of plants and animals associated with these large-scale ecosystems.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Describe how physical characteristics, including climate, soil, ocean currents, and salinity, affect the number, kind, and distribution of plants and animals in an ecosystem.
- Evaluate the relationship between the carrying capacity of different ecosystems and optimal land use patterns.
- Identify the locations of the world's known fossil fuel reserves and describe the processes that produced these fuels.
- Discuss interactions among the atmosphere, lithosphere, hydrosphere, and biosphere.

Curriculum Standard 13. Students will demonstrate an understanding of the impact of human systems on Earth's surface including the characteristics, distribution, and migration of human populations; the nature and complexity of patterns of cultural diffusion; patterns and networks of economic interdependence; processes, patterns, and functions of human settlement; and the forces of cooperation and conflict that shape human geographic divisions.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- Describe Earth's human systems including the urban, agricultural, political, economic, communication, and transportation systems.
- Discuss the relationship between physical features and the location of human systems including

the distribution of population in coastal areas, river valleys, and mountain ranges.
- Employ demographic and cultural characteristics, including age, gender, ethnicity, and language, to describe populations.
- Describe and compare housing and land use patterns in rural, urban, and suburban areas in the United States and other regions of the world.
- Define the major components of culture and write a description of their culture.
- Describe the location and boundaries of various economic activities, including agriculture, mining, manufacturing, fishing, forestry, and tourism, and discuss the relative importance of these activities in New Hampshire and the United States.
- Identify and explain the importance of the nature and location of transportation and communication networks to economic activity.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Analyze the locations of and interconnections among Earth's human systems.
- Discuss the population characteristics of a country or region including such demographic factors as birth and death rates, population growth rate, doubling time, and life expectancy.
- Examine and discuss the interrelationships between and among settlement, migration, and population-distribution patterns and landforms, climates, and patterns of vegetation.
- Evaluate, take, and defend positions concerning the ways changing population patterns can influence the environment and society.
- Describe, by examining the development of major industries in the United States, how geography and the factors of production have contributed to the location of certain types of manufacturing in particular places and regions.
- Analyze how various factors, including resources, boundaries, strategic locations, culture, and politics, contribute to cooperation and conflict within and between countries.

Curriculum Standard 14. Students will demonstrate an understanding of the connections between Earth's physical and human systems; the consequences of the interaction between human and physical systems; and changes in the meaning, use, distribution, and importance of resources.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- Identify and discuss ways people depend upon, use, and alter the physical environment.
- Identify and discuss the relationship between habitat and the increase, decrease, or stability of populations of species of plants and animals.
- Identify features of the physical environment in their community and region that first attracted settlers and have supported subsequent development.
- Evaluate the effects of weather and climate on agricultural activities, types of housing, fuel consumption, and other activities in their community and state.
- Explain how natural hazards and disasters affect the way people live and discuss what types of natural disasters may occur in their community, region, state, nation, and the world.
- Explain what a resource is, describe the characteristics of resources, and discuss the use of renewable and non-renewable resources in various parts of the world.
- Identify and discuss, using historical and contemporary examples, connections between the location of human systems and natural resources.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Analyze patterns of land use in terms of physical and human geographic features; distances to raw materials; proximity to population centers; and absence of physical barriers.
- Identify and evaluate the significance of the major forces of technology that have been used to modify physical systems in the past and in the present including fire; animals; the plow; explosives; steam power; diesel machinery; and electricity.
- Compare the ability of various ecosystems to absorb the impacts of human activities.
- Discuss how settlement patterns and other land use decisions reflect the perceptions of people both in the past and in the present.
- Analyze the relationship between resources and the exploration, colonization, and settlement of different areas of the world.
- Identify the location of major resources in the world today and analyze the impact of resource distribution patterns on world trade, standards of living, and international relations.
- Discuss how changes in a physical or human system can have regional and worldwide implications (for example, the effect of a volcanic eruption on the world's climate).

Curriculum Standard 15. Students will demonstrate the ability to apply their knowledge of geographic concepts, skills, and technology to interpret the past and the present and to plan for the future.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- Identify, using maps, illustrations, photographs, and documents from different time periods, how land use in their community has changed and discuss reasons for these changes.
- Describe changes in the ways people have earned their living in New Hampshire from the pre-colonial time to the present and identify and discuss corresponding changes that have occurred in physical and human systems.
- Use maps and narratives to place historic and contemporary events in a spatial context.
- Discuss the relationships among population growth, technology, and resource use.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Evaluate sites within their community or region in order to identify the best location for a particular activity (for example, school, factory, shopping area, waste treatment plant).
- Analyze urban growth patterns around the world over time including changes in the location, conditions, and functions of urban centers.
- Describe how knowledge of major ecosystems can facilitate land management and contribute to an understanding of such issues as acid rain, endangered species, and global warming.
- Use the concept of sustainable development to analyze how different countries respond to changes in population and the needs of society.
- Use geographic criteria to compare developed and developing nations.
- Use geographic criteria to analyze daily activities and public policies that affect the world's environment and resources.
- Evaluate, using spatial and environmental perspectives, the potential short- and long-term impact of current issues and policies related to population changes and human development; food and agriculture; oceans and coasts; and changes in weather and climate.

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History

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Purpose. America is bound together by a democratic vision of liberty, equality, and justice. In order to preserve that vision and bring it into daily practice, all citizens need to understand American history to tell us who we are and who we are becoming; the history of Western civilization to illuminate our democratic political heritage; and world history to comprehend the interactions among the world's nations and people. To be effective, the study of history must focus on broad, significant themes and questions that provide students with context for the acquisition and understanding of facts and other useful information. These themes, together with the proficiency standards identified below, support local curriculum planners in the organization and design of programs of study. They also provide teachers with a means to convey the excitement, complexity, and relevance of the past. Furthermore, the study of history must provide students with training in the use of primary and secondary sources to analyze events, evaluate information, and solve problems; and opportunities for students to cultivate the perspective that comes from the development of a chronological view of the past down to the present day. In sum, historical knowledge and patterns of thought are indispensable to the education of citizens in a participatory democracy.

Curriculum Standard 16. Students will demonstrate the ability to employ historical analysis, interpretation, and comprehension to make reasoned judgements and to gain an understanding, perspective, and appreciation of history and its uses in contemporary situations.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- Locate events in time--past, present, and future--by using basic chronological concepts including calendars, elapsed time, and story sequence (beginning, middle, end).
- Construct time lines of significant historical events in their community, state, and nation.
- Interpret data presented in time lines in order to determine when events took place.
- Identify and discuss the main ideas in historical narratives, their purpose, and the point of view from which they were constructed.
- Examine historical data related to ideas, events, and people from a given time-frame in order to reconstruct a chronology and identify examples of cause and effect.
- Demonstrate an understanding that people, artifacts, and documents represent links to the past and that they are sources of data from which historical accounts are constructed.
- Examine historical documents, artifacts, and other materials and classify them as primary or secondary sources of historical data.
- Understand the significance of the past to themselves and to society.
- Display historical perspective by describing the past through the eyes and experiences of those who were there, as related through their memories, literature, diaries, letters, debates, arts, maps, and artifacts.
- Discuss the importance of individuals and groups that have made a difference in history, and the significance of character and actions for both good and ill.
- Recognize the difference between fact and conjecture and between evidence and assertion.
- Frame useful questions in order to obtain, examine, organize, evaluate, and interpret historical information.
- Use basic research skills to investigate and prepare a report on a historical person or event.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Construct and interpret parallel time lines on multiple themes.
- Group events by broadly-defined eras in the history of the state, nation, or area under study.
- Analyze historical documents, artifacts, and other materials for credibility, relevance, and point of view.
- Examine historical materials relating to a particular region, society, or theme; analyze change over time; and make logical inferences concerning cause and effect.
- Use historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to identify and explain patterns of historical continuity and change.
- Develop and implement research strategies in order to investigate a given historical topic.
- Critically analyze historical materials in order to distinguish between the important and the inconsequential and differentiate among historical facts, opinions, and reasoned judgements.
- Perceive past events and issues as they were experienced by the people at the time to avoid viewing, analyzing, and evaluating the past only in terms of the present (present-mindedness).
- Explain, using examples from history, that not all problems have clear-cut solutions.
- Explain that judgements and generalizations about the past are often tentative and must be used carefully when dealing with present issues.
- Utilize knowledge of the past and the processes of historical analysis to carry out historical research; make comparisons; develop and defend generalizations; draw and support conclusions; construct historical explanations, narratives, and accounts; solve problems; and make informed decisions.

Curriculum Standard 17. Students will demonstrate a knowledge of the chronology and significance of the unfolding story of America including the history of their community, New Hampshire, and the United States.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- Employ the techniques of historical analysis, interpretation, and comprehension identified in curriculum standard 16 as well as the themes described on page 32 to gain an understanding of local, New Hampshire, and United States history.
- Outline the chronology of major events in local, New Hampshire, and United States history from the first arrival of humans to the present.
- Describe the migration of large groups of people into and throughout the United States from the first arrival of humans to the present.
- Discuss the on-going story of their community, state, and nation in terms of the contributions of countless individuals.
- Identify and describe the contributions to the development of the United States and New Hampshire of key women and men involved with the founding of our state and nation; government and politics; business and economics; science and technology; and the arts.
- Discuss the reasons why various groups of people came to America; why and how they became Americans; and how they contributed to the development of our country.
- Explain the derivations of the name of our state, the names of its counties and major geographic features, and the name of their community.
- Discuss the origin, functions, and development of New Hampshire town meetings from the 17th century to the present.
- Compare a student's day in a New Hampshire school from the 17th century to the present.
- Describe the history, use, and significance to New Hampshire of the state seal and flag, the Old Man of the Mountain, The Granite State, and Live Free or Die.
- Describe the history, use, and significance to America of the Liberty Bell; George Washington as

the father of our country; national flag; graphic representations of Liberty and Justice; Uncle Sam; Great Seal; White House; Lincoln Memorial; Statue of Liberty; veterans' memorials; Pledge of Allegiance; National Anthem; and E Pluribus Unum.
- Describe the history and significance of Civil Rights Day, Washington's Birthday or Presidents' Day, Patriots' Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Election Day, Veterans' Day, and Thanksgiving.
- Explain, using examples, how folklore, literature, and the arts reflect, maintain, and transmit our national and cultural heritage.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Describe the factors that led to the meeting of people from three worlds (The Great Convergence) that followed the arrival of Columbus in 1492 including major cultural changes in 15th-century Europe; the status and complexity of pre-Columbian societies in the Americas; and the status and complexity of West African societies in the 15th century.
- Discuss the immediate impact and long-term consequences of The Great Convergence in terms of the continuing theme--the making of the American people.
- Demonstrate an understanding of major topics in the study of the Colonial Era (1565-1776) including characteristics of English colonies in North America; differences among Spanish, Portuguese, French, and English colonies in the Americas; the interaction of Native American, black, and colonial cultures; and the planting and maturing of new societies.
- Demonstrate an understanding of major topics in the study of the Revolutionary Era (1763-1787) including the causes of the Revolution; the establishment of government through the Declaration of Independence, the Articles of Confederation, and the Continental Congress; the Revolutionary War; the consequences of the Revolution; and the Northwest Ordinance.
- Demonstrate an understanding of major topics in the study of the Building of Our Nation (1783-1820) including the formation of our national government through the creation and ratification of the Constitution and Bill of Rights; conflicting views of Hamilton and Jefferson; origins of the two-party system; impact of the French Revolution; developing ideas of equality, independence, and civic virtue; the emerging role of presidential leadership; the beginnings of judicial review; and the implications of the War of 1812.
- Demonstrate an understanding of major topics in the study of the Expanding Nation: The North and South (1803-1860) including geographic and demographic expansion; market expansion; early industrialization (Industrial Revolution); the plantation system; growth of cities; immigrants and their experiences; political change; religious roots of reform movements; and the legacies of the temperance, public education, abolitionist, and women's rights movements.
- Demonstrate an understanding of major topics in the study of the Expanding Nation: Westward Movement (1803-1860) including the Louisiana Purchase; Indian policy and treaties; Manifest Destiny; the significance of the War with Mexico; interactions of white and black Americans, Native Americans, Asians, and Mexicans; and the economic, social, and political impact of the West on the growing nation.
- Demonstrate an understanding of major topics in the study of the Civil War and Reconstruction (1850-1877) including the slave system in the Old South and its defenders and opponents, North and South; causes of the war; conduct and course of the war; Lincoln's leadership and words; the Emancipation Proclamation and the Thirteenth, Fourteenth, and Fifteenth Amendments; and the accomplishments, limits, and failures of Reconstruction.
- Discuss the contributions of New Hampshire to United States history from 1600 through 1877 including the economic development of the colonies; Revolutionary War; creation and ratification of the United States Constitution; Industrial Revolution; abolitionist and other 19th century reform movements; creation of the Republican Party; and Civil War.
- Discuss the impact on New Hampshire and its communities of major events and developments in United States history from 1600 through 1877 including the settlement of America; creation of the United States; War of 1812; Industrial Revolution; westward migration; expansion of the railroads; and Civil War.

End-of-Grade 12 (Secondary)

In addition to the above, students will be able to:

- Demonstrate an understanding of major topics in the study of the Second Industrial Revolu-tion (1865-1920) including technological developments; transformation of the economy in the late-1800s; immigration; role of education; urbanization; changes in work and the work-place; rise of labor unions; modernization of agriculture; Populism; development of the trans-Mississippi West; widespread political corruption; the civil service system; and mass politics.
- Demonstrate an understanding of major topics in the study of the Progressive Era (1900-1914) including the social justice movement; reform in the cities and states; Progressivism and national politics; and the impact of World War I on the Progressive Movement.
- Demonstrate an understanding of major topics in the study of the Emergence of the United States as a World Power (1890-1920) including the Spanish American War; American expansion in the far East and Latin America; the United States in World War I; effects of the war on the homefront; and America's role in postwar peacemaking.
- Demonstrate an understanding of major topics in the study of the 1920s: A Decade of Prosperity and Problems (1920-1930) including economic changes and their ramifications; progress and conflict in the social and cultural scene; domestic politics; and foreign relations.
- Demonstrate an understanding of major topics in the study of the Depression and the New Deal (1929-1941) including the origins of the Great Depression and its effects on people and society; the major approaches and programs of the New Deal; and the continuing debate over the successes and failures of the New Deal.
- Demonstrate an understanding of major topics in the study of World War II and the Cold War (1939-1961) including the causes, conduct, course, and aftermath of World War II; effects of the war on the homefront; the emergence of the United States as a superpower; the origins of the Cold War; and postwar political developments at home and abroad.
- Demonstrate an understanding of major topics in the study of the Recent United States (1949-present) including the Civil Rights and women's movements; new immigration policies; foreign policy developments; the Cold War; post-World War II conflicts; technological and economic change; expanding religious diversity and the growth of religious evangelicalism; and the United States in the contemporary world.
- Discuss the contributions of New Hampshire to United States history from 1865 through the present including the Second Industrial Revolution; conservation movement; arts and literature; World War I; New Deal; World War II; presidential politics; and Space Program.
- Discuss the impact on New Hampshire and its communities of major events and developments in United States history from 1865 through the present including the Second Industrial Revolution; Progressivism; World War I; Great Depression; World War II; advances in technology; changing patterns of energy production and use; changes in the world marketplace; and increases in leisure time and tourism.

Curriculum Standard 18. Students will demonstrate a knowledge of the chronology and significant developments of world history including the study of ancient, medieval, and modern Europe (Western civilization) with particular emphasis on those developments that have shaped the experience of the entire globe over the last 500 years and those ideas, institutions, and cultural legacies that have directly influenced American thought, culture, and politics.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- Employ the techniques of historical analysis, interpretation, and comprehension identified in curriculum standard 16 as well as the themes described on page 32 to gain an understanding of significant developments in world history including Western civilization.
- Demonstrate a basic understanding of the origin, development, and distinctive characteristics of

major ancient, classical, and agrarian civilizations including the Mesopotamian, Ancient Hebrew, Egyptian, Nubian (Kush), Greek, Roman, Gupta Indian, Han Chinese, Islamic, Byzantine, Olmec, Mayan, Aztec, and Incan Civilizations.
- Discuss the connections among civilizations from earliest times as well as the continuing growth in interaction among the world's people including the impact of changes in transportation and communication.
- Demonstrate an understanding of major landmarks in the human use of the environment from Paleolithic times to the present including the agricultural transformation at the beginning; the industrial transformation in recent centuries; and the current technological revolution.
- Demonstrate a basic understanding of the distinctive characteristics of major contemporary societies and cultures of Africa, the Americas, Asia, Europe, and the Middle East.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Discuss the political, philosophical, and cultural legacies of ancient Greece and Rome.
- Compare the origin, central ideas, institutions, and worldwide influence of major religious and philosophical traditions including Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism.
- Discuss the contributions of Judaism and Christianity to the development of Western civilization.
- Demonstrate an understanding of major developments in Europe during the Middle Ages including nomadic invasions from the Eurasian Steppes; interactions with the Muslim world; Byzantine Empire; Black Death; and feudalism and the evolution of representative government.
- Demonstrate an understanding of major developments in Europe during the 15th and 16th centuries including the Renaissance and the Reformation; the rise of the Ottoman Empire; the origins of capitalism; and exploration and colonization.
- Discuss the significance of the English Revolution of the 17th century including its political ideas and the development of parliamentary government, at home and in the colonies.
- Discuss the evolution of Western culture and ideas during the Enlightenment including the scientific revolution of the 17th century and the intellectual revolution of the 18th century.
- Discuss the causes, results, and influence on the rest of the world of the American and French Revolutions.
- Discuss the impact of the Industrial Revolution on the world including its social and economic consequences and its effect on politics and culture.
- Discuss the origins, political ideas, and worldwide effects on society, politics, and economics of the European ideologies of the 19th and 20th centuries including Conservatism, Liberalism, republicanism, social democracy, Marxism, Communism, Fascism, Nazism, and nationalism.
- Discuss the nature and growth of European imperialism in the 18th and 19th centuries as well as decolonization in the 20th century including the consequences of both in Europe and their effects in Africa, India, East Asia, the Middle East, and the Americas.
- Demonstrate an understanding of the causes and worldwide consequences of World War I, the Russian Revolutions, World War II, the Chinese Revolution, the Cold War, and post-World War II conflicts.
- Discuss the significance of major cultural, economic, and political developments in the 20th century including the development and internationalization of art, music, and literature; the worldwide quest for democracy, political freedom, and human rights; the making of the European community of nations; the growth of international trade; and new approaches to worldwide cooperation and interdependence.

Vital Themes for the Study of History

Note: These vital themes are quoted in full from pages 10 and 11 of the Bradley Commission report *Building a History Curriculum: Guidelines for Teaching History in Schools* (Washington, DC: Educational Excellence Network, 1988).

The Bradley Commission on History in Schools has identified the following themes in the search for

historical understanding of ourselves and others. Together with the proficiency standards, they support curriculum planners in the organization and design of programs of study. Teachers and students should employ these themes to interpret and comprehend the forces for change and continuity that have shaped, and will continue to shape, the history of the United States, Western civilization, and the world.

- **Civilization, cultural diffusion, and innovation.** The evolution of human skills and the means of exerting power over nature and people. The rise, interaction, and decline of successive centers of such skills and power. The cultural flowering of major civilizations in the arts, literature, and thought. The role of social, religious, and political patronage of the arts and learning. The importance of the city in different eras and places.

- **Human interaction with the environment.** The relationships among geography, technology, and culture, and their effects on economic, social, and political developments. The choices made possible by climate, resources, and location, and the effect of culture and human values on such choices. The gains and losses of technological change. The central role of agriculture. The effect of disease, and disease-fighting, on plants, animals, and human beings.

- **Values, beliefs, political ideas, and institutions.** The origins and spread of influential religions and ideologies. The evolution of political and social institutions, at various stages of industrial and commercial development. The interplay among ideas, material conditions, moral values, and leadership, especially in the evolution of democratic societies. The tensions between the aspirations for freedom and security, for liberty and equality, for distinction and commonality, in human affairs.

- **Conflict and cooperation.** The many and various causes of war, and of approaches to peacemaking and war prevention. Relations between domestic affairs and ways of dealing with the outside world. Contrasts between international conflict and cooperation, between isolation and interdependence. The consequences of war and peace for societies and their cultures.

- **Comparative history of major developments.** The characteristics of revolutionary, reactionary, and reform periods across time and place. Imperialism, ancient and modern. Comparative instances of slavery and emancipation, feudalism and centralization, human successes and failures, of wisdom and folly. Comparative elites and aristocracies; the role of family, wealth, and merit.

- **Patterns of social and political interaction.** The changing patterns of class, ethnic, racial, and gender structures and relations. Immigration, migration, and social mobility. The effects of schooling. The new prominence of women, minorities, and the common people in the study of history, and their relation to political power and influential elites. The characteristics of multicultural societies; forces for unity and disunity.

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History

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Purpose. America is bound together by a democratic vision of liberty, equality, and justice. In order to preserve that vision and bring it into daily practice, all citizens need to understand American history to tell us who we are and who we are becoming; the history of Western civilization to illuminate our

democratic political heritage; and world history to comprehend the interactions among the world's nations and people. To be effective, the study of history must focus on broad, significant themes and questions that provide students with context for the acquisition and understanding of facts and other useful information. These themes, together with the proficiency standards identified below, support local curriculum planners in the organization and design of programs of study. They also provide teachers with a means to convey the excitement, complexity, and relevance of the past. Furthermore, the study of history must provide students with training in the use of primary and secondary sources to analyze events, evaluate information, and solve problems; and opportunities for students to cultivate the perspective that comes from the development of a chronological view of the past down to the present day. In sum, historical knowledge and patterns of thought are indispensable to the education of citizens in a participatory democracy.

Curriculum Standard 16. Students will demonstrate the ability to employ historical analysis, interpretation, and comprehension to make reasoned judgements and to gain an understanding, perspective, and appreciation of history and its uses in contemporary situations.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- Locate events in time--past, present, and future--by using basic chronological concepts including calendars, elapsed time, and story sequence (beginning, middle, end).
- Construct time lines of significant historical events in their community, state, and nation.
- Interpret data presented in time lines in order to determine when events took place.
- Identify and discuss the main ideas in historical narratives, their purpose, and the point of view from which they were constructed.
- Examine historical data related to ideas, events, and people from a given time-frame in order to reconstruct a chronology and identify examples of cause and effect.
- Demonstrate an understanding that people, artifacts, and documents represent links to the past and that they are sources of data from which historical accounts are constructed.
- Examine historical documents, artifacts, and other materials and classify them as primary or secondary sources of historical data.
- Understand the significance of the past to themselves and to society.
- Display historical perspective by describing the past through the eyes and experiences of those who were there, as related through their memories, literature, diaries, letters, debates, arts, maps, and artifacts.
- Discuss the importance of individuals and groups that have made a difference in history, and the significance of character and actions for both good and ill.
- Recognize the difference between fact and conjecture and between evidence and assertion.
- Frame useful questions in order to obtain, examine, organize, evaluate, and interpret historical information.
- Use basic research skills to investigate and prepare a report on a historical person or event.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Construct and interpret parallel time lines on multiple themes.
- Group events by broadly-defined eras in the history of the state, nation, or area under study.
- Analyze historical documents, artifacts, and other materials for credibility, relevance, and point of view.
- Examine historical materials relating to a particular region, society, or theme; analyze change over time; and make logical inferences concerning cause and effect.
- Use historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to identify and explain patterns of historical continuity and

change.

- Develop and implement research strategies in order to investigate a given historical topic.
- Critically analyze historical materials in order to distinguish between the important and the inconsequential and differentiate among historical facts, opinions, and reasoned judgements.
- Perceive past events and issues as they were experienced by the people at the time to avoid viewing, analyzing, and evaluating the past only in terms of the present (present-mindedness).
- Explain, using examples from history, that not all problems have clear-cut solutions.
- Explain that judgements and generalizations about the past are often tentative and must be used carefully when dealing with present issues.
- Utilize knowledge of the past and the processes of historical analysis to carry out historical research; make comparisons; develop and defend generalizations; draw and support conclusions; construct historical explanations, narratives, and accounts; solve problems; and make informed decisions.

Curriculum Standard 17. Students will demonstrate a knowledge of the chronology and significance of the unfolding story of America including the history of their community, New Hampshire, and the United States.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- Employ the techniques of historical analysis, interpretation, and comprehension identified in curriculum standard 16 as well as the themes described on page 32 to gain an understanding of local, New Hampshire, and United States history.
- Outline the chronology of major events in local, New Hampshire, and United States history from the first arrival of humans to the present.
- Describe the migration of large groups of people into and throughout the United States from the first arrival of humans to the present.
- Discuss the on-going story of their community, state, and nation in terms of the contributions of countless individuals.
- Identify and describe the contributions to the development of the United States and New Hampshire of key women and men involved with the founding of our state and nation; government and politics; business and economics; science and technology; and the arts.
- Discuss the reasons why various groups of people came to America; why and how they became Americans; and how they contributed to the development of our country.
- Explain the derivations of the name of our state, the names of its counties and major geographic features, and the name of their community.
- Discuss the origin, functions, and development of New Hampshire town meetings from the 17th century to the present.
- Compare a student's day in a New Hampshire school from the 17th century to the present.
- Describe the history, use, and significance to New Hampshire of the state seal and flag, the Old Man of the Mountain, The Granite State, and Live Free or Die.
- Describe the history, use, and significance to America of the Liberty Bell; George Washington as the father of our country; national flag; graphic representations of Liberty and Justice; Uncle Sam; Great Seal; White House; Lincoln Memorial; Statue of Liberty; veterans' memorials; Pledge of Allegiance; National Anthem; and E Pluribus Unum.
- Describe the history and significance of Civil Rights Day, Washington's Birthday or Presidents' Day, Patriots' Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Election Day, Veterans' Day, and Thanksgiving.
- Explain, using examples, how folklore, literature, and the arts reflect, maintain, and transmit our national and cultural heritage.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Describe the factors that led to the meeting of people from three worlds (The Great Convergence) that followed the arrival of Columbus in 1492 including major cultural changes in 15th-century Europe; the status and complexity of pre-Columbian societies in the Americas; and the status and complexity of West African societies in the 15th century.
- Discuss the immediate impact and long-term consequences of The Great Convergence in terms of the continuing theme--the making of the American people.
- Demonstrate an understanding of major topics in the study of the Colonial Era (1565-1776) including characteristics of English colonies in North America; differences among Spanish, Portuguese, French, and English colonies in the Americas; the interaction of Native American, black, and colonial cultures; and the planting and maturing of new societies.
- Demonstrate an understanding of major topics in the study of the Revolutionary Era (1763-1787) including the causes of the Revolution; the establishment of government through the Declaration of Independence, the Articles of Confederation, and the Continental Congress; the Revolutionary War; the consequences of the Revolution; and the Northwest Ordinance.
- Demonstrate an understanding of major topics in the study of the Building of Our Nation (1783-1820) including the formation of our national government through the creation and ratification of the Constitution and Bill of Rights; conflicting views of Hamilton and Jefferson; origins of the two-party system; impact of the French Revolution; developing ideas of equality, independence, and civic virtue; the emerging role of presidential leadership; the beginnings of judicial review; and the implications of the War of 1812.
- Demonstrate an understanding of major topics in the study of the Expanding Nation: The North and South (1803-1860) including geographic and demographic expansion; market expansion; early industrialization (Industrial Revolution); the plantation system; growth of cities; immigrants and their experiences; political change; religious roots of reform movements; and the legacies of the temperance, public education, abolitionist, and women's rights movements.
- Demonstrate an understanding of major topics in the study of the Expanding Nation: Westward Movement (1803-1860) including the Louisiana Purchase; Indian policy and treaties; Manifest Destiny; the significance of the War with Mexico; interactions of white and black Americans, Native Americans, Asians, and Mexicans; and the economic, social, and political impact of the West on the growing nation.
- Demonstrate an understanding of major topics in the study of the Civil War and Reconstruction (1850-1877) including the slave system in the Old South and its defenders and opponents, North and South; causes of the war; conduct and course of the war; Lincoln's leadership and words; the Emancipation Proclamation and the Thirteenth, Fourteenth, and Fifteenth Amendments; and the accomplishments, limits, and failures of Reconstruction.
- Discuss the contributions of New Hampshire to United States history from 1600 through 1877 including the economic development of the colonies; Revolutionary War; creation and ratification of the United States Constitution; Industrial Revolution; abolitionist and other 19th century reform movements; creation of the Republican Party; and Civil War.
- Discuss the impact on New Hampshire and its communities of major events and developments in United States history from 1600 through 1877 including the settlement of America; creation of the United States; War of 1812; Industrial Revolution; westward migration; expansion of the railroads; and Civil War.

End-of-Grade 12 (Secondary)

In addition to the above, students will be able to:

- Demonstrate an understanding of major topics in the study of the Second Industrial Revolu-tion (1865-1920) including technological developments; transformation of the economy in the late-1800s; immigration; role of education; urbanization; changes in work and the work-place; rise of labor unions; modernization of agriculture; Populism; development of the trans-Mississippi West; widespread political corruption; the civil service system; and mass politics.
- Demonstrate an understanding of major topics in the study of the Progressive Era (1900-1914) including the social justice movement; reform in the cities and states; Progressivism and national

politics; and the impact of World War I on the Progressive Movement.

- Demonstrate an understanding of major topics in the study of the Emergence of the United States as a World Power (1890-1920) including the Spanish American War; American expansion in the far East and Latin America; the United States in World War I; effects of the war on the homefront; and America's role in postwar peacemaking.
- Demonstrate an understanding of major topics in the study of the 1920s: A Decade of Prosperity and Problems (1920-1930) including economic changes and their ramifications; progress and conflict in the social and cultural scene; domestic politics; and foreign relations.
- Demonstrate an understanding of major topics in the study of the Depression and the New Deal (1929-1941) including the origins of the Great Depression and its effects on people and society; the major approaches and programs of the New Deal; and the continuing debate over the successes and failures of the New Deal.
- Demonstrate an understanding of major topics in the study of World War II and the Cold War (1939-1961) including the causes, conduct, course, and aftermath of World War II; effects of the war on the homefront; the emergence of the United States as a superpower; the origins of the Cold War; and postwar political developments at home and abroad.
- Demonstrate an understanding of major topics in the study of the Recent United States (1949-present) including the Civil Rights and women's movements; new immigration policies; foreign policy developments; the Cold War; post-World War II conflicts; technological and economic change; expanding religious diversity and the growth of religious evangelicalism; and the United States in the contemporary world.
- Discuss the contributions of New Hampshire to United States history from 1865 through the present including the Second Industrial Revolution; conservation movement; arts and literature; World War I; New Deal; World War II; presidential politics; and Space Program.
- Discuss the impact on New Hampshire and its communities of major events and developments in United States history from 1865 through the present including the Second Industrial Revolution; Progressivism; World War I; Great Depression; World War II; advances in technology; changing patterns of energy production and use; changes in the world marketplace; and increases in leisure time and tourism.

Curriculum Standard 18. Students will demonstrate a knowledge of the chronology and significant developments of world history including the study of ancient, medieval, and modern Europe (Western civilization) with particular emphasis on those developments that have shaped the experience of the entire globe over the last 500 years and those ideas, institutions, and cultural legacies that have directly influenced American thought, culture, and politics.

Proficiency Standards

End-of-Grade 6 (Elementary)

Students will be able to:

- Employ the techniques of historical analysis, interpretation, and comprehension identified in curriculum standard 16 as well as the themes described on page 32 to gain an understanding of significant developments in world history including Western civilization.
- Demonstrate a basic understanding of the origin, development, and distinctive characteristics of major ancient, classical, and agrarian civilizations including the Mesopotamian, Ancient Hebrew, Egyptian, Nubian (Kush), Greek, Roman, Gupta Indian, Han Chinese, Islamic, Byzantine, Olmec, Mayan, Aztec, and Incan Civilizations.
- Discuss the connections among civilizations from earliest times as well as the continuing growth in interaction among the world's people including the impact of changes in transportation and communication.
- Demonstrate an understanding of major landmarks in the human use of the environment from Paleolithic times to the present including the agricultural transformation at the beginning; the industrial transformation in recent centuries; and the current technological revolution.
- Demonstrate a basic understanding of the distinctive characteristics of major contemporary societies and cultures of Africa, the Americas, Asia, Europe, and the Middle East.

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Discuss the political, philosophical, and cultural legacies of ancient Greece and Rome.
- Compare the origin, central ideas, institutions, and worldwide influence of major religious and philosophical traditions including Buddhism, Christianity, Confucianism, Hinduism, Islam, and Judaism.
- Discuss the contributions of Judaism and Christianity to the development of Western civilization.
- Demonstrate an understanding of major developments in Europe during the Middle Ages including nomadic invasions from the Eurasian Steppes; interactions with the Muslim world; Byzantine Empire; Black Death; and feudalism and the evolution of representative government.
- Demonstrate an understanding of major developments in Europe during the 15th and 16th centuries including the Renaissance and the Reformation; the rise of the Ottoman Empire; the origins of capitalism; and exploration and colonization.
- Discuss the significance of the English Revolution of the 17th century including its political ideas and the development of parliamentary government, at home and in the colonies.
- Discuss the evolution of Western culture and ideas during the Enlightenment including the scientific revolution of the 17th century and the intellectual revolution of the 18th century.
- Discuss the causes, results, and influence on the rest of the world of the American and French Revolutions.
- Discuss the impact of the Industrial Revolution on the world including its social and economic consequences and its effect on politics and culture.
- Discuss the origins, political ideas, and worldwide effects on society, politics, and economics of the European ideologies of the 19th and 20th centuries including Conservatism, Liberalism, republicanism, social democracy, Marxism, Communism, Fascism, Nazism, and nationalism.
- Discuss the nature and growth of European imperialism in the 18th and 19th centuries as well as decolonization in the 20th century including the consequences of both in Europe and their effects in Africa, India, East Asia, the Middle East, and the Americas.
- Demonstrate an understanding of the causes and worldwide consequences of World War I, the Russian Revolutions, World War II, the Chinese Revolution, the Cold War, and post-World War II conflicts.
- Discuss the significance of major cultural, economic, and political developments in the 20th century including the development and internationalization of art, music, and literature; the worldwide quest for democracy, political freedom, and human rights; the making of the European community of nations; the growth of international trade; and new approaches to worldwide cooperation and interdependence.

Vital Themes for the Study of History

Note: These vital themes are quoted in full from pages 10 and 11 of the Bradley Commission report *Building a History Curriculum: Guidelines for Teaching History in Schools* (Washington, DC: Educational Excellence Network, 1988).

The Bradley Commission on History in Schools has identified the following themes in the search for historical understanding of ourselves and others. Together with the proficiency standards, they support curriculum planners in the organization and design of programs of study. Teachers and students should employ these themes to interpret and comprehend the forces for change and continuity that have shaped, and will continue to shape, the history of the United States, Western civilization, and the world.

- **Civilization, cultural diffusion, and innovation.** The evolution of human skills and the means of exerting power over nature and people. The rise, interaction, and decline of successive centers of such skills and power. The cultural flowering of major civilizations in the arts, literature, and thought. The role of social, religious, and political patronage of the arts and learning. The importance of the city in different eras and places.

- **Human interaction with the environment.** The relationships among geography, technology, and culture, and their effects on economic, social, and political developments. The choices made possible by climate, resources, and location, and the effect of culture and human values on such choices. The gains and losses of technological change. The central role of agriculture. The effect of disease, and disease-fighting, on plants, animals, and human beings.

- **Values, beliefs, political ideas, and institutions.** The origins and spread of influential religions and ideologies. The evolution of political and social institutions, at various stages of industrial and commercial development. The interplay among ideas, material conditions, moral values, and leadership, especially in the evolution of democratic societies. The tensions between the aspirations for freedom and security, for liberty and equality, for distinction and commonality, in human affairs.

- **Conflict and cooperation.** The many and various causes of war, and of approaches to peacemaking and war prevention. Relations between domestic affairs and ways of dealing with the outside world. Contrasts between international conflict and cooperation, between isolation and interdependence. The consequences of war and peace for societies and their cultures.

- **Comparative history of major developments.** The characteristics of revolutionary, reactionary, and reform periods across time and place. Imperialism, ancient and modern. Comparative instances of slavery and emancipation, feudalism and centralization, human successes and failures, of wisdom and folly. Comparative elites and aristocracies; the role of family, wealth, and merit.

- **Patterns of social and political interaction.** The changing patterns of class, ethnic, racial, and gender structures and relations. Immigration, migration, and social mobility. The effects of schooling. The new prominence of women, minorities, and the common people in the study of history, and their relation to political power and influential elites. The characteristics of multicultural societies; forces for unity and disunity.

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